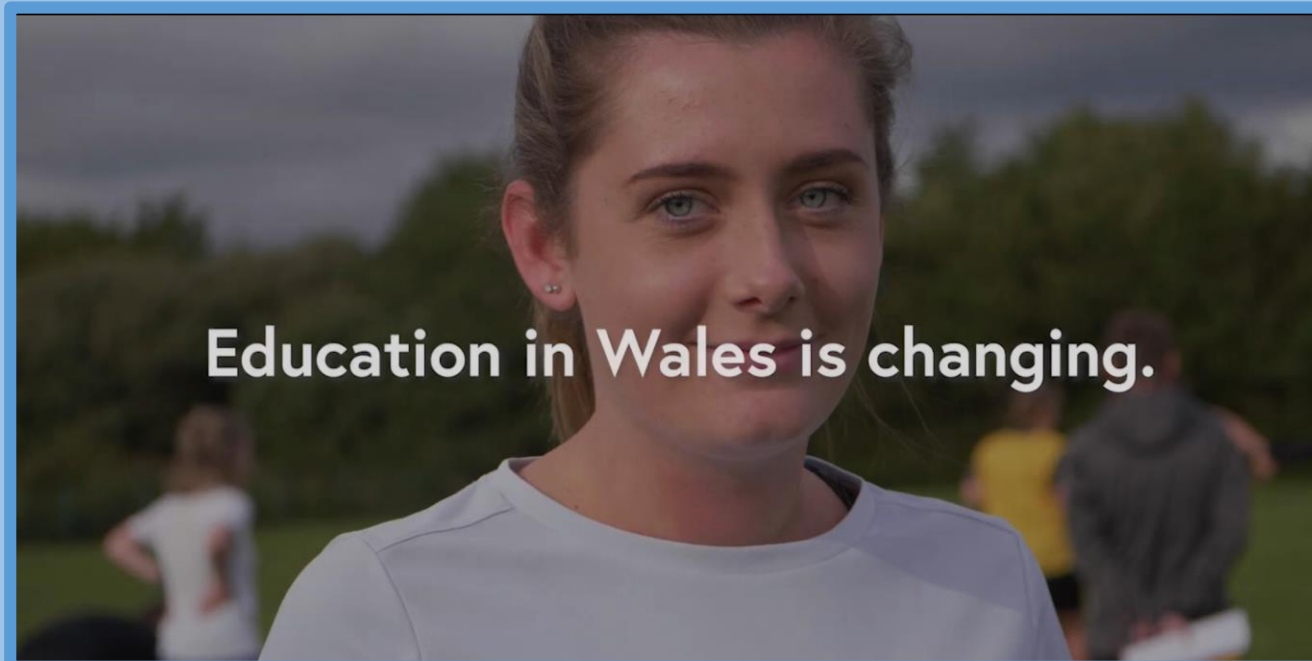
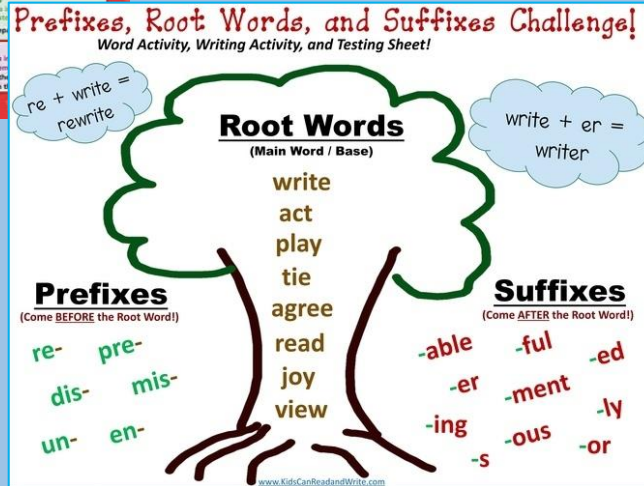




ECAD6008
Language, Literacy &
Communication
Session 4
**Planning for
Learning**

Subject knowledge & skills

PUNCTUATION	
	FULL STOP A full stop marks the end of a sentence. Roy pushed his bicycle all the way home. One of the tyres had a puncture.
	QUESTION MARK A question mark indicates the end of a question. What is your name? Do you need a full stop if you have used a question mark? No.
	EXCLAMATION MARK An exclamation mark is used to end a dramatic sentence or statement. Don't put your hand in the fire! Hah!
	SPEECH MARKS Speech marks indicate direct speech, i.e. the exact words spoken. Single or double inverted commas may be used. "I like football," said Jimmy.
	COMMA A comma indicates a natural pause in a sentence and separates items in a list. John, stopping for a moment, considered the junk on his bedroom floor: a football boot, a computer magazine, his model helicopter, a dirty tracksuit, rollerblades and his missing homework.
	COLON A colon precedes an explanation or an example of what has gone before, a list, or a quotation. John thought it was his mother's fault; she should have tidied up and found his missing homework.
	SEMI-COLON A semi-colon is used to separate two sentences that are related, lists of items which have several words, or to divide the clauses in a sentence. The expedition may be on or off; it all depends on the weather.
	BRACKETS Brackets are used to separate extra information from the main sentence or clause. Dashes (see below) can also be used to separate extra information.
	DASHES Dashes are also used to separate extra information from the main sentence or clause. Emma adjusted the microscope carefully - the before focusing once more on it.



<https://wordwall.net/resource/598166/subject-knowledge-1>

Aims of this lecture

1. Recap on subject knowledge
2. Consider what the term “authentic contexts “ could mean at FP and KS2
3. Research and plan for a cross-curricular theme
4. Evaluate different types of medium-term planning
5. Plan a lesson

Authentic contexts

The curriculum purposes and Progression Steps will reinforce the need to make learning meaningful and authentic. Mick Waters describes good teaching as bringing 'the world into range'. It is important that children and young people see the relevance in their learning to the world beyond the school gates and that opportunities are taken to forge links to that world.....Visits and visitors can help to bring abstract learning to life. Similarly, the internet opens up immense possibilities to access resources, explore sources and engage with real-life issues.

Donaldson(2015)

Just imagine a year from now ...

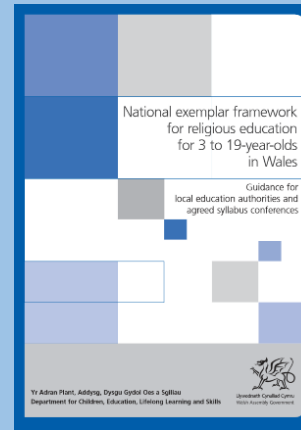
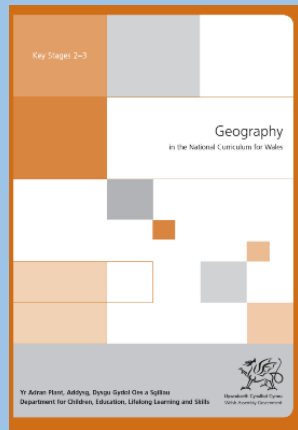
St Thomas Primary School



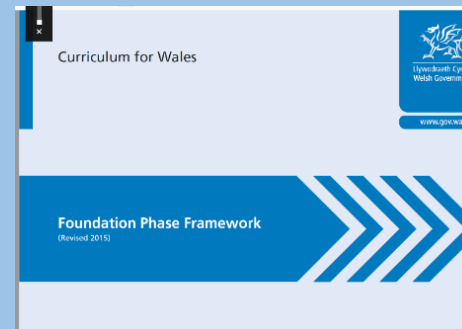
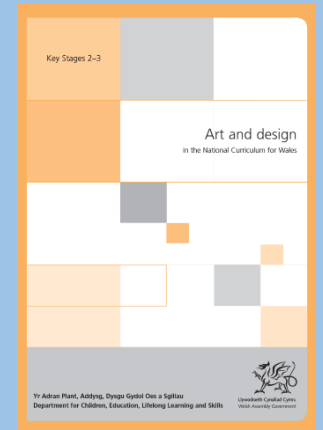
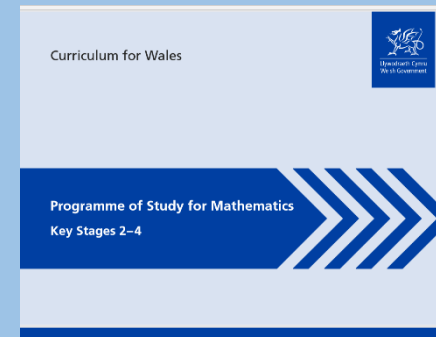
A Y5 class



Planning a cross-curricular theme



<https://hwb.gov.wales/curriculum-for-wales-2008>



Planning a cross-curricular theme



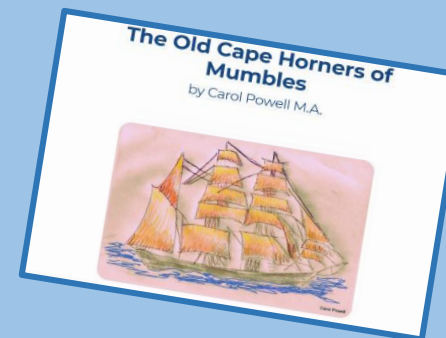
<https://www.youtube.com/watch?v=sUhKBZb7A7c>

<https://www.rmg.co.uk/schools-communities/learning-resources?page=6>

<https://sites.google.com/site/ahistoryofmumbles/the-old-cape-horners-of-mumbles-by-carol-powell-m-a>



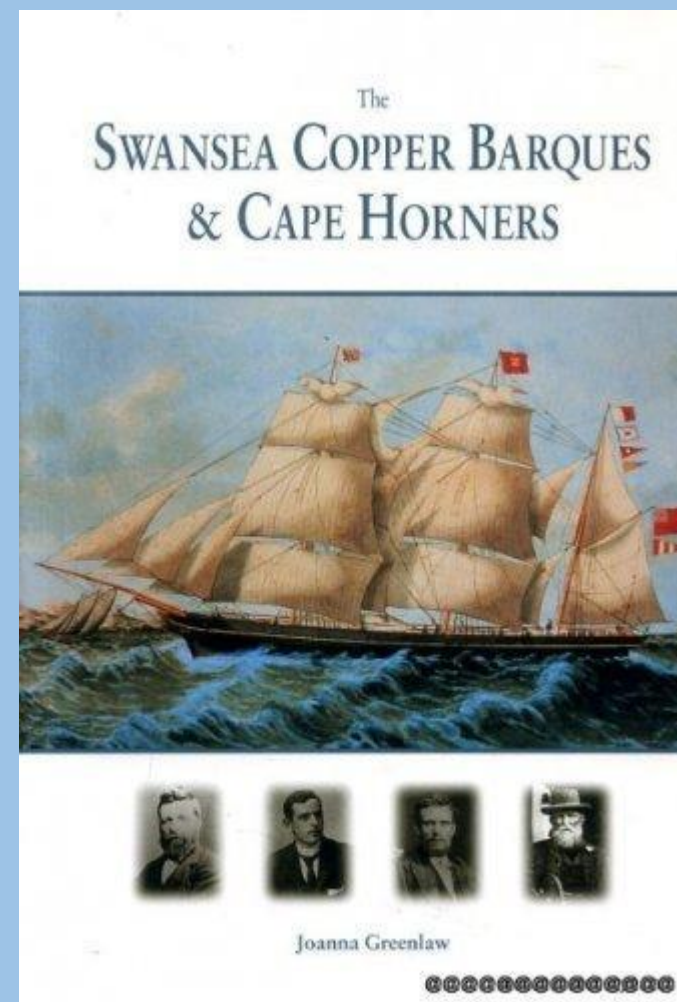
Week 1 - This week's story: Sunk		This week's focus: Humanities - history of pirates / visit	
Topic & Humanities	Learning objectives	Learning activities	Possible LCC activities
History & Geography	- Identify the location of the sinking of the ship in the Atlantic Ocean, in a journey to school in a story. - Identify the differences between the way of life at different times, e.g. the way of life at different times of different periods in the past. - Use a range of historical sources, including maps and buildings, to identify the location of the sinking of the ship.	- Research the location of the sinking of the ship. - Use a range of historical sources, including maps and buildings, to identify the location of the sinking of the ship. - Use a range of historical sources, including maps and buildings, to identify the location of the sinking of the ship.	- Use a range of historical sources, including maps and buildings, to identify the location of the sinking of the ship. - Use a range of historical sources, including maps and buildings, to identify the location of the sinking of the ship. - Use a range of historical sources, including maps and buildings, to identify the location of the sinking of the ship.
Science & Technology	- Identify the location of the sinking of the ship in the Atlantic Ocean, in a journey to school in a story. - Identify the differences between the way of life at different times, e.g. the way of life at different times of different periods in the past. - Use a range of historical sources, including maps and buildings, to identify the location of the sinking of the ship.	- Research the location of the sinking of the ship. - Use a range of historical sources, including maps and buildings, to identify the location of the sinking of the ship. - Use a range of historical sources, including maps and buildings, to identify the location of the sinking of the ship.	- Use a range of historical sources, including maps and buildings, to identify the location of the sinking of the ship. - Use a range of historical sources, including maps and buildings, to identify the location of the sinking of the ship. - Use a range of historical sources, including maps and buildings, to identify the location of the sinking of the ship.
Expressive Arts	- Identify the location of the sinking of the ship in the Atlantic Ocean, in a journey to school in a story. - Identify the differences between the way of life at different times, e.g. the way of life at different times of different periods in the past. - Use a range of historical sources, including maps and buildings, to identify the location of the sinking of the ship.	- Research the location of the sinking of the ship. - Use a range of historical sources, including maps and buildings, to identify the location of the sinking of the ship. - Use a range of historical sources, including maps and buildings, to identify the location of the sinking of the ship.	- Use a range of historical sources, including maps and buildings, to identify the location of the sinking of the ship. - Use a range of historical sources, including maps and buildings, to identify the location of the sinking of the ship. - Use a range of historical sources, including maps and buildings, to identify the location of the sinking of the ship.
Health & Well-being	- Identify the location of the sinking of the ship in the Atlantic Ocean, in a journey to school in a story. - Identify the differences between the way of life at different times, e.g. the way of life at different times of different periods in the past. - Use a range of historical sources, including maps and buildings, to identify the location of the sinking of the ship.	- Research the location of the sinking of the ship. - Use a range of historical sources, including maps and buildings, to identify the location of the sinking of the ship. - Use a range of historical sources, including maps and buildings, to identify the location of the sinking of the ship.	- Use a range of historical sources, including maps and buildings, to identify the location of the sinking of the ship. - Use a range of historical sources, including maps and buildings, to identify the location of the sinking of the ship. - Use a range of historical sources, including maps and buildings, to identify the location of the sinking of the ship.



Planning a cross-curricular theme

[Medium-term](#)
[Planning](#)
[Y5.docx](#)

This week's focus: Humanities - history of pirates / visit			Possible LLC activities
Week 1 – This week's story: Sunk			
	Learning objectives	Learning activities	
Maths & Numeracy Humanities	count in 2s, 10s and 5s to 100 v sequence events, routines and changes, e.g. in a journey to school, in a story begin to identify differences between ways of life at different times, e.g. by comparing a familiar place at different times in the past use a range of historical sources, including artefacts and buildings, adults recalling their own past, and visual sources	Counting "gold" coins Visit to Waterfront Museum Sequencing pictures of ships – timeline Look at pictures, books and other resources Look at route to museum	
Science & Technology	learn about where their locality is observe differences between animals and plants, different animals, and different plants in order to group the	Look at characteristics of the animals from the story and sort Start designing a model ship	
Expressive Arts	develop their understanding of planning, designing, modelling, modifying and reflecting		
Health & well-being	appreciate what makes a good friend use a range of small and large equipment and stimuli	Reflect on the last part of the story and think about what makes a good friend. Make a ship using large equipment and use.	



Share your plans



Key questions

How do your plans promote “authentic learning”?

Are the activities engaging and do they enable pupils to acquire knowledge and develop key skills?

Are there good opportunities to develop literacy skills?
What are they?

Lesson planning – let's have a go



 Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

 Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

 APLP
PDPA

Lesson Plan Phase 1
Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher:		Class:	
AoLE or Subject:		Date:	
Lesson Focus:			
Meaningful links to Curriculum:			
Meaningful links to: Cross Curricular Responsibilities:			
Personal Targets (Linked to QTS and identified in weekly review)			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to:

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Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce - to demonstrate learning)

1

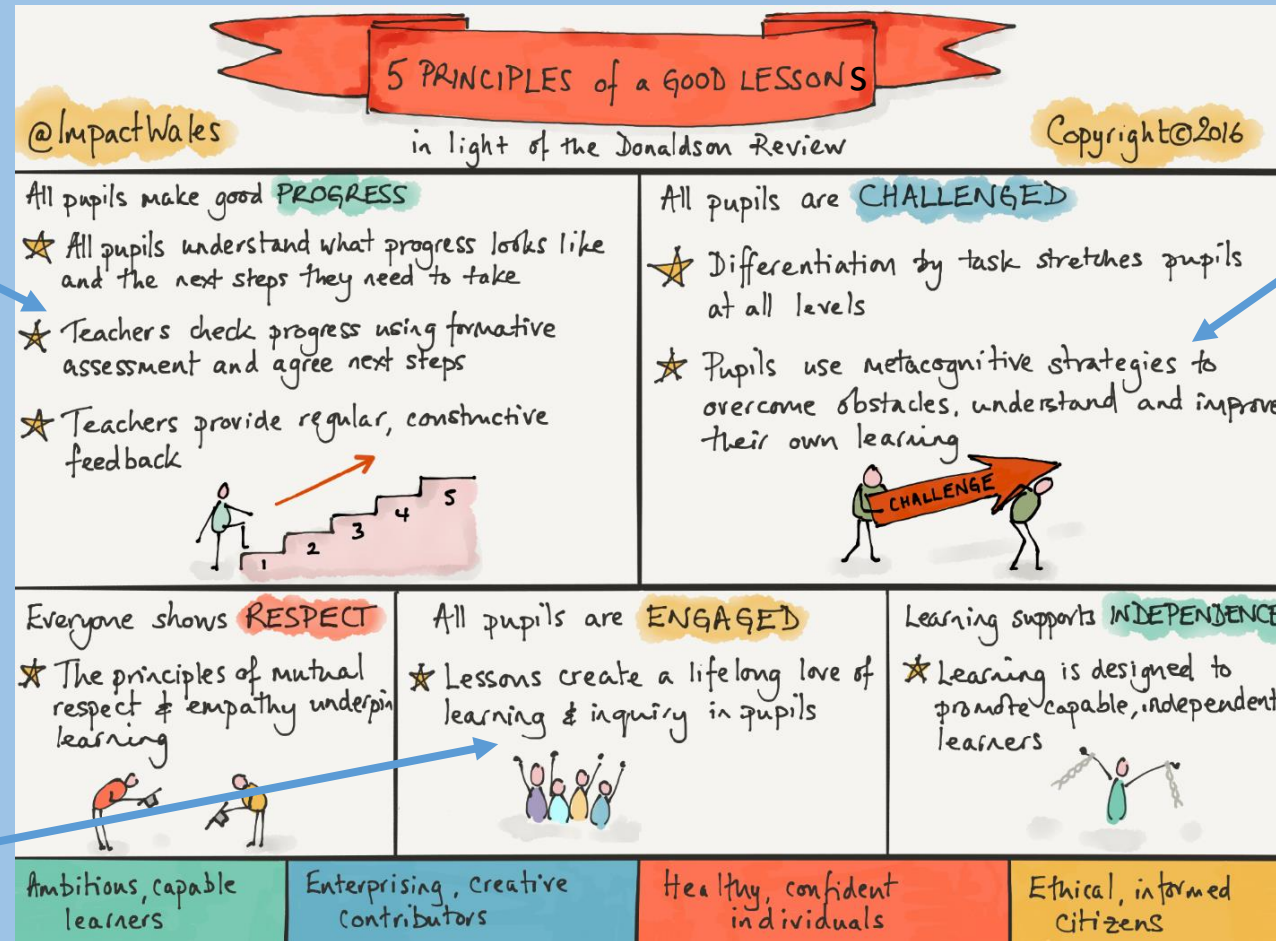
Let's choose one of the LLC ideas you thought of when you planned for the medium term.

- [APLP lesson Plan Phase 1 2019-20.docx](#)

Does planning in this way work?

If you are familiar with the curriculum documents, you will get to know what the progression of skills in the 3 different areas are, so you will be better able to **plan for progression and choose appropriate learning outcomes**

Interesting good quality texts, or themes, will **engage pupils**, but they must **engage you too!**



Similarly, you will be better able to **differentiate learning and challenge pupils**

A clear sequence of lessons enables you to support **independent learning**.

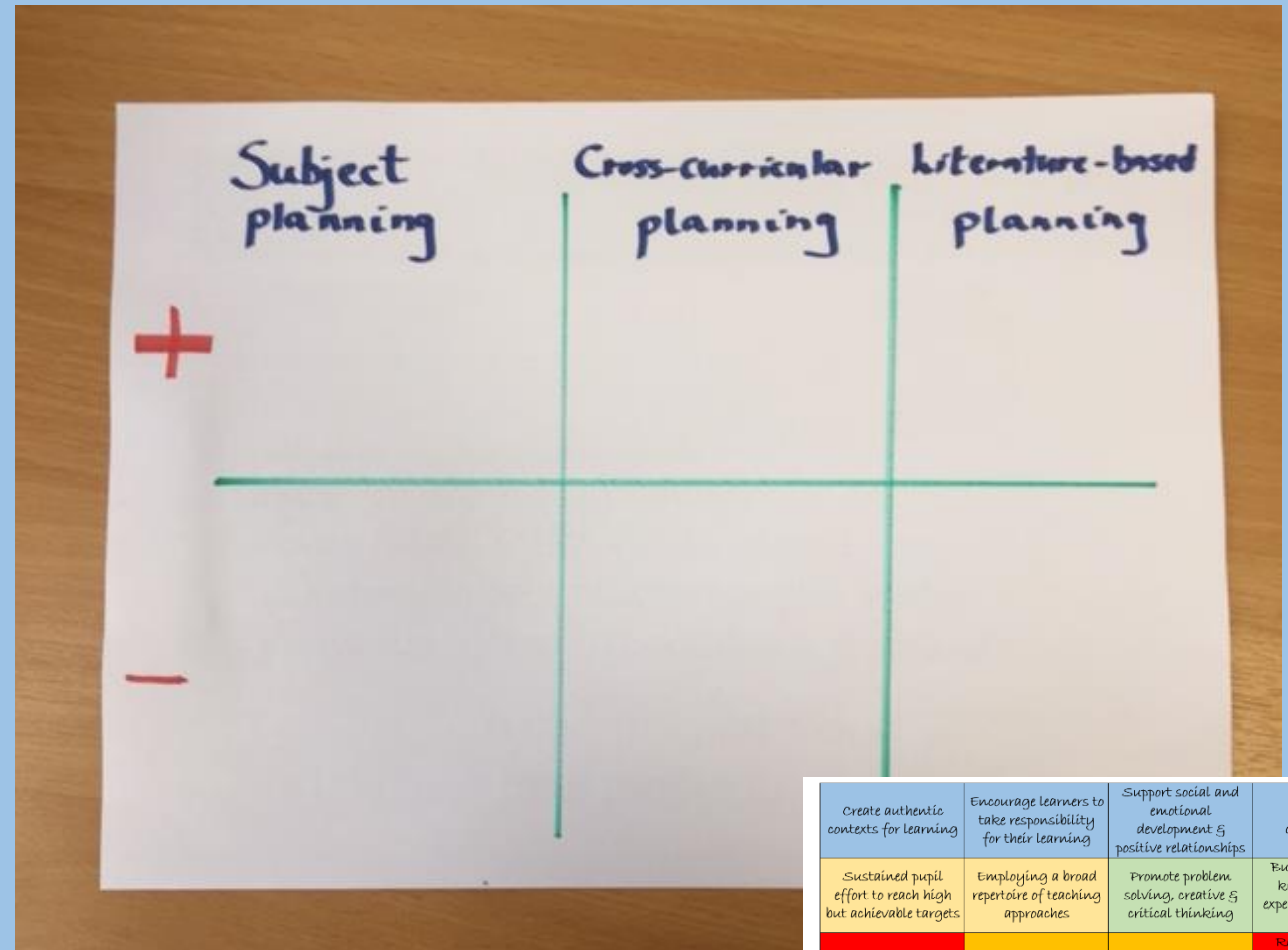
Planning at KS2: what do you think?

Discuss the pros and cons of the 3 types of planning and collate them in a grid.

Consider:

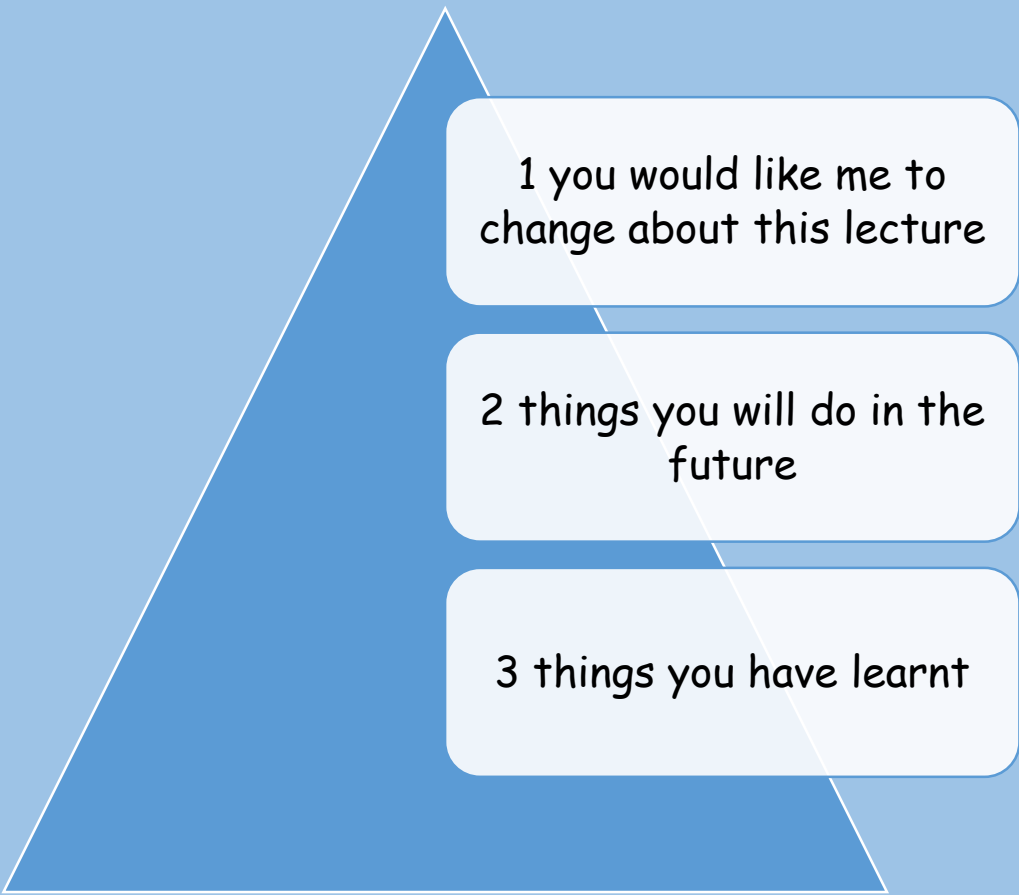
- the 12 pedagogical principles
- the practicalities
- whether you feel confident to teach in that way

Don't feel that you have to agree with my views!



Create authentic contexts for learning	Encourage learners to take responsibility for their learning	Support social and emotional development & positive relationships	Encourage collaboration
Sustained pupil effort to reach high but achievable targets	Employing a broad repertoire of teaching approaches	Promote problem solving, creative & critical thinking	Build on previous knowledge and experience to engage interest
Focus on the 4 purposes	Use assessment for learning to accelerate progress	Make connections within and across the AoLEs	Reinforce cross-curricular responsibilities, Literacy, Numeracy, Digital Competency

Review



1 you would like me to
change about this lecture

2 things you will do in the
future

3 things you have learnt